

Pupil premium strategy statement: Springfield School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Springfield
Number of pupils in school	1085
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	J Wilburn/S Spivey
Pupil premium lead	J Wilburn
Governor / Trustee lead	J Jethwa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 246,160
Recovery premium funding allocation this academic year	£ 30, 921
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£N/A

Part A: Pupil premium strategy plan

Statement of intent

At Springfield our overarching aim is to 'break down the barriers' faced by many disadvantaged pupils (DP) so that they can thrive within our school community. Ultimately, we want them to do as well, or better, than their non-disadvantaged counterparts and leave school as confident young people, well-equipped for the next stage of their life.

Our current whole school strategic plan seeks to ensure that all our disadvantaged students:

- have access to high quality lessons and learning experiences from teachers and staff who really know them
- meet or exceed our high expectations for their progress across all years
- achieve successful GCSE (or equivalent) outcomes which meet or exceed their non-disadvantaged counterparts
- receive timely support and intervention based on individual/group needs
- receive targeted support from external agencies, charities and professionals
- are encouraged and supported to access to a wide range of extra-curricular activities both within and outside of the school day, including those which seek to broaden their 'cultural horizons'

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lack of progress/prior knowledge For some disadvantaged students in Maths and English a knowledge gap exists between them and others (inc. prior key stage 1 or 2 at primary school)). This can lead to lower progress levels. Literacy levels are also lower overall for our disadvantaged cohort.
2	Attendance barriers Currently our disadvantaged pupils have overall attendance which falls below that of their non-disadvantaged counterparts (Circa 91%). Lower attendance can significantly reduce access to opportunities and face to face learning, support and intervention. It also compromises the care, guidance and support that we can offer.
3	Learning behaviours

	Under-developed positive learning behaviours including the ability to: self-regulate; concentrate and organise for some of our disadvantaged students.
4	Social, emotional and mental health concerns (including wellbeing) Some DP students have lower levels of 'wellbeing' including those who are facing the challenges associated with diagnosed SEMH (social, emotional and mental health). This has been exacerbated as a consequence of Covid related closures in recent years.
5	Home life Lack of 'cultural capital'/aspiration and background issues such as attachment difficulties and relational trauma for some DP students. Covid related closure has also impacted in this regard.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
'Progress gap' for all DP students is eliminated across all years (primary focus: English and Maths)	<ul style="list-style-type: none"> Internal data shows a close 'match' at each assessment point, Y11 progress 8 gap is further reduced/eliminated with 35% of our Year 11 DP cohort achieving a strong pass in English and Maths DP students receive timely support and intervention as required
The attendance of DP students overall reaches 92% and persistent absence rate falls to <15% for this cohort	<ul style="list-style-type: none"> Attendance improves for targeted individuals (92% overall by July 2023, <15% PA by July 2023)
All DP students are fully engaged in lessons and enjoying their learning	<ul style="list-style-type: none"> Lesson/student observation and confirm positive engagement in subject areas across all years DP student voice feedback is positive (including PASS survey data)
DP students with recognised SEMH needs receive timely support and intervention	<ul style="list-style-type: none"> All DP students with SEMH receive appropriate support and intervention as provided internally or from external agencies
DP students actively participate in wider school life such as extracurricular events/clubs and wider learning opportunities	<ul style="list-style-type: none"> Equitable representation in school council and house leadership for DP Participation rates are high for DP students in all clubs/trips/events with all students having taken part in at least one trip and one club during the academic year DP students access bespoke interventions to support individual and group needs

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment: A DP coordinator is appointed to champion and oversee activities and interventions used to support disadvantaged pupil progress. Girls Networking.	Single point of expertise/contact for staff provides clarity and consistency regarding progress, care and interventions. New opportunities are researched facilitated for the benefit of our disadvantaged students.	1 - 5
SEN staffing/capacity increased to support alternative provision, ELSA and Neuro-developmental (ND) pathways work	Better self-regulation and learning behaviours/academic progress	1, 3
Routine staff training (externally and internally provided) to support 'quality first teaching' to include: <ul style="list-style-type: none"> • SEN: 'Ordinarily Available Provision' • Feedback systems • Metacognitive approaches • RRS (Ready, respectful, safe approaches) • Mastery learning 	EEF identifies feedback and metacognitive approaches as 'high impact/low cost interventions' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 3
Subject specific support staff (HLTA/LSA) recruited to support Maths and English teams/groups/individuals	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions (1:1/small group tuition, teaching assistant interventions)	
Dedicated (Deputy Headteacher) leadership time to set and drive strategic aims/priorities	Broad collective impact	1-5
Employ/deploy an expert literacy coordinator to develop literacy/reading/oracy skills for all DP students	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit (reading comprehension strategies, oral language interventions) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Procure (proportional %) online support resources to include: GCSE Pod, Hegarty Maths, languagehubs, Accelerated/Star Reader	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions This style of accessible online resource provides a platform for independent learning and 'deliberate practise'	1, 3
Modified school day to support and extension in tutor time and at the end of the day	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DP students receive targeted small group intervention and support (Maths and English) based on clearly identified needs/diagnosis (includes funding of NTP tutors)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF identify this as a 'high impact' intervention in the PP 'toolkit'	1, 3
Targeted DP students receive 1:1 academic mentoring via external providers including: the 'Brilliant Club' and EBP Mentoring programmes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Feedback from these programmes is highly positive with almost all students reporting improvements in attitudes to school and self. Progress data from 2021-22 also supports this approach.	1, 3
DP Students in year 11 receive study/revision support/training from experts such that they are 'exam ready'	PASS data, student voice has been positive in previous years https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 3
Year 11 students receive targeted intervention during off-site booster classes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3
Peer Tutoring - training for 'peer leaders/mentors' e.g. 'reading ambassadors'	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1, 3
DP students have access, if required, to the most appropriate curriculum (including alternative provisions) e.g. vocational P/T college courses and small group functional Maths/English	Student/parent voice feedback Very low previous NEET rates for our school (previous years impact)	1, 2, 3, 4
Digital/independent learning supported e.g. provision of laptops and online learning platforms (e.g. Academy 21, GCSE Pod, Hegarty Maths)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 3

Students are provided with practical resources to support/facilitate learning e.g. laptops/revision cards/guides, subject specific resources (e.g. Art/Photography)	Previous years evidence shows us that if we remove the 'barrier' of equipment then we can start lessons positively and build skills and confidence	1, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DP students are encouraged and supported (financially if required) to participate in a wide range of extra-curricular events/ trips/activities	Improved wellbeing and 'attitudes to self and school' (PASS Data)	2-5
All DP students are offered breakfast each day before normal school hours (with staff support)	Lower repeated poor behaviour for students who are better self-regulated https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2-5
DP students receive SEMH/behaviour support as required using internal/external providers. This includes targeted support (e.g. Pastoral Manager interventions, ELSA, MABS, MHST)	Greater engagement coupled with previous reduction in incidences of poor behaviour and rates of suspension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 4, 5
Targeted students receive support to build aspiration and gain a greater understanding of the real world of work e.g. 'Girls Network'/EBP work experience	EBP/GN feedback shows improvements in attitudes to self and school plus aspirations for the future https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	3, 4, 5
Attendance improvement is facilitated for all DP students to reduce the rate of persistent absence including the use of new rewards and Classcharts systems	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2
Breakfast club - funded breakfast offered to all DP students before	Self-regulated and well prepared students learn better	3

the start of the school day (supported by key staff)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Increase opportunity for parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Year 6-7 transition 'Summer School'	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	All
Contingency for acute issues as and when they arise	Experience tells us that we may need to be 'light-footed' and fund, if necessary, additional new and/or unforeseen interventions	All

Total budgeted cost: £ 250,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- Student voice feedback (Dec 2021 PASS - Pupil Attitudes to Self and School) shows good or better feelings about school for disadvantaged pupils when compared with equivalent national benchmarks
- Bespoke interventions - Students who took part in any one of our targeted group interventions were positive about the impact on both attitudes to school and academic progress, all our 'Brilliant Club' students graduated and thrived on the programme
- 80% of our Y11 EBP/DP Mentoring group significantly improved grades between mock and actual exams
- Wider spend on staff provided greater opportunities for individual and group interventions to support SEMH and attendance improvements for groups and individuals
- Whilst a progress gap still exists between DP students and the others there is evidence that where students took exams (including functional Maths/English) our strategies have had a positive impact
- At key stage 3 we saw positive year on year progress and closing gaps as a consequence of our actions with an average of 10% improvement over the year across years 7-9 (on track or exceeding)
- DP students in receipt of alternative provision (on and off site) also made good progress, with a number achieving qualifications in functional Maths and English at level 1 and/or 2
- All of our DP cohort were confirmed in education, employment or training at the time of updating this statement (not NEET)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Brilliant Club	https://thebrilliantclub.org/
Girls Network	https://www.thegirlsnetwork.org.uk/

EBP Mentoring	https://www.ebpsouth.co.uk/for-schools/mentoring/
Activ8 Summer club (Y6)	https://www.activ8forkids.co.uk/classes/holiday-clubs/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Much of the targeted DP support is also available, when required to service premium students.
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We keep our strategy under regular review using the helpful EEF guidance tools and documents. We maintain an 'open mind' regarding any reasonable (evidence based) idea or intervention that may support our disadvantaged cohorts through all school years. Since the pandemic we are seeking to re-establish some of our most successful group interventions such as the Girls Network which targets Y10/11 girls, providing 1:1 mentoring from carefully chosen successful, professional women.

We know though that it is the quality of teaching in each lesson of the day that has the largest effect size on student outcomes. We have therefore continued to invest in high quality CPD for staff at all levels.

Where individuals and groups need additional support we have chosen to recruit and spend on 'in house' staff rather than paying for external tutors (we found that the reliability and availability of external providers such as those identified through the National Tuition Programme was prohibitive).